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ABSTRACT

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of professional and staff development. The purpose of the module is to help administrators to analyze their professional needs and to devise and implement a professional development plan. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main portion of the module includes four sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also resource person. (YLB)

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ED226247

Plan for Your Professional Development

MODULE
LT-E-3

Module LT-E-3 of Category E—
Professional and Staff Development

COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MODULE SERIES

Consortium for the Development of Professional Materials for Vocational Education

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The National Center for Research in Vocational Education
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Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

The work presented herein was performed by the National Center for Research in Vocational Education on behalf of the Consortium for the Development of Professional Materials for Vocational Education. Sponsors and members of the Consortium for 1980-1981 included the following states and/or cooperating agencies: the Florida Department of Education, Division of Vocational Education, and Florida International University, Division of Vocational Education; the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, and Southern Illinois University at Carbondale; the New York State Education Department, Office of Occupational and Continuing Education; the North Carolina Department of Public Instruction, Division of Vocational Education; the Ohio State Department of Education, Division of Vocational Education; and the Pennsylvania Department of Education, Bureau of Vocational Education, and Temple University, Department of Vocational Education. The opinions expressed herein do not, however, necessarily reflect the position or policy of any of the sponsors, and no official endorsement by them should be inferred.

FOREWORD

The need for competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of vocational administrators at both the secondary and postsecondary levels. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials specifically designed for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of part C--Research of the Vocational Education Amendments of 1968, funded the National Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education" during the period 1975-77. That project had two major objectives:

1. To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.
2. To develop and field test a series of prototypic competency-based instructional packages and a user's guide. One hundred sixty-six (166) high priority competencies were identified and six prototypic modules and a user's guide were developed, field tested, and revised.

Although six modules had been developed, many more were needed to have competency-based materials that would address all the important competencies that had been identified and verified. In September 1978 several states joined with the National Center for Research in Vocational Education to form the Consortium for the Development of Professional Materials for Vocational Education. Those states were Illinois, Ohio, North Carolina, New York, and Pennsylvania. The first five states were joined by Florida and Texas later in the first year. The first objective of the Consortium was to develop and field test additional competency-based administrator modules of which this is one.

Several persons contributed to the successful development and field testing of this module on planning for your professional development. Nancy F. Puleo, Program Assistant, assumed the major responsibility for reviewing the literature and for preparing the actual manuscript. Recognition also goes to the two consultants who helped conceptualize the module and prepared draft materials for the manuscript: Dale E. Kaiser, Professor, Department of Educational Leadership, Southern Illinois University, Carbondale, Illinois; and John D. Skinkle, Assistant Professor, Interdisciplinary Education Department, Texas A & M University, College Station, Texas.

Acknowledgement is given to the official reviewers who provided critiques of the module and suggestions for its improvement: Doris Belton, Bureau Chief, Division of Occupational Education Supervision, State Education Department, Albany, New York; James R. Galloway, Assistant State Superintendent, Department of Adult, Vocational and Technical Education, Illinois State Board of Education, Springfield, Illinois; and Marion B. Menzel, Occupational Education Officer, St. Petersburg Junior College, St. Petersburg, Florida.

Credit goes to Lois G. Harrington, Program Associate, who helped to refine the module for publication after field testing; and to Robert E. Norton, Consortium Program Director, for providing program leadership and content reviews. Thanks go to Ferman B. Moody, Associate Director for Personnel Development, for his administrative assistance.

Appreciation is also extended to Calvin Cotrell, Carroll Curtis, James Haire, George Kosbab, Helen Lipscomb, Aaron J. Miller, Dominic Mohamed, Robert Mullen, James Parker, Dale Post, and Wayne Ramp for their service as state representatives, state department contacts, and field-test coordinators; and to the other teacher educators and local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement. Last, but certainly not least, thanks and credit are due Deborah Linehan, Consortium Program Secretary, for her patience and expert skill in processing the many words necessary to make this module a quality document.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

INTRODUCTION

Vocational education takes place in a fluctuating environment of diverse--and changing--constraints and special interests. To maintain effectiveness, the vocational administrator must address changes that occur in the institution, the client population, and the funding climate with a willingness to adapt and to grow.

Some professional growth occurs naturally as you work daily to improve the instructional environment and to control the management functions of your program or institution. However, most administrators agree that sufficient growth is not possible without a systematic plan that details activities designed to develop specific skills and knowledge.

This module is designed to help you to analyze your professional development needs and to devise and implement a professional development plan. The term professional development is used broadly throughout this module to mean any activity that is undertaken to enhance your work performance. It may include planned development experiences that are not directly related to your present administrative assignment.

Four dimensions of administrative performance are discussed--task, process, environment, and personal skills--in order to provide you with an awareness of what competencies you may need to acquire. How to develop the competencies is the subject of many resources on administrative performance, including the other modules in this series.

Having identified the competencies you want or need to develop, the next step is to choose the resources and strategies that best meet your professional needs. Seeking further training, participating in professional and community organizations, and attending conventions and lectures are a few of the suggested ways to enhance professional development.

Maintaining a professional growth program is not an easy task for the busy administrator. However, you can make this task easier and more rewarding by (1) planning the activities, (2) using available resources, and (3) applying new knowledge and skills in your administrative environment. It is through such conscientious and continual effort that you will succeed in enhancing your performance as an educator, a manager, and a leader in vocational education.

Module Structure and Use

This module contains an introduction and four sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves.

Objectives

Terminal Objective: While working in an actual administrative situation, plan for your professional development. Your performance will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 73-75. (Learning Experience IV)

Enabling Objectives:

1. After completing the required reading, analyze the preparedness of an individual in a given case situation for assuming the responsibilities of vocational administration. (Learning Experience I)
2. After completing the required reading, demonstrate knowledge of strategies and resources for professional development. (Learning Experience II)
3. Given your present administrative training and experience, (1) assess your current mastery of administrative tasks/processes and your current level of use of professional development resources and (2) use available resources to increase or update your current skills in one area of need or interest. (Learning Experience III)

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in setting up activities with peers or observations of skilled administrators.

Learning Experience I

Optional

- REFERENCE: Beal, George M.; Bohlen, Joe M.; and Raudabaugh, J. Neil. Leadership and Dynamic Group Action. Ames, IA: The Iowa State University Press, 1962.

- AN EXPERIENCED ADMINISTRATOR whom you can interview concerning his/her perceptions of the vocational administrator role.

Learning Experience II

Optional

- 2-5 PEERS with whom you can brainstorm ways and means to develop professionally.

Learning Experience III

Required

- TRADITIONAL RESOURCES FOR PROFESSIONAL DEVELOPMENT (e.g., texts, journals, other administrators, professional associations, conferences, media) that you can use to meet one of your professional development needs or interests.
- A RESOURCE PERSON to assess your competency in (1) assessing your mastery of administrative tasks/processes and your current level of use of professional development resources and (2) using available resources to increase or update your current skills in one area of need or interest.

Learning Experience IV

Required

- AN ACTUAL ADMINISTRATIVE SITUATION in which, as part of your duties, you can plan for your professional development.
- A RESOURCE PERSON to assess your competency in planning for your professional development.

Selected Terms

Administrator--refers to a member of the secondary or postsecondary administrative team. This generic term, except where otherwise specified, refers to the community college president, vice-president, dean, or director; or to the secondary school principal, director, or superintendent.

Board--refers to the secondary or postsecondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Institution--refers to a secondary or postsecondary educational agency. Except where otherwise specified, this generic term is used to refer synonymously to secondary schools, secondary vocational schools, area vocational schools, community colleges, postsecondary vocational and technical schools, and trade schools.

Resource Person--refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

Teacher/Instructor--these terms are used interchangeably to refer to the person who is teaching or instructing students in a secondary or postsecondary educational institution.

User's Guide

For information that is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document:

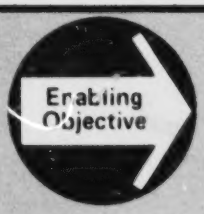
> Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

This module addresses task statement numbers 91, 95-97, and 102-106 from Robert E. Norton et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document, which were verified as important, form the research base for the National Center's competency-based administrator module development.

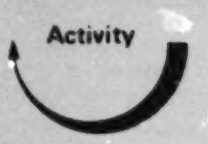
NOTES

Learning Experience I

OVERVIEW



After completing the required reading, analyze the preparedness of an individual in a given case situation for assuming the responsibilities of vocational administration.



You will be reading the information sheet, "Taking Stock of Your Administrative Skills and Responsibilities," pp. 9-26.

You may wish to read the following supplementary reference: Beal, Bohlen, and Raudabaugh, Leadership and Dynamic Group Action.

You may wish to interview an experienced administrator concerning his/her perceptions of the vocational administrator role.

You will be reading the "Case Situation," pp. 29-32, and analyzing the preparedness of the individual described for assuming the responsibilities of vocational administration.

You will be evaluating your competency in analyzing the individual's preparedness for assuming the responsibilities of vocational administration by comparing your completed analysis with the "Model Analysis," pp. 33-35.

NOTES

Assessing your needs for and interests in professional development requires first establishing a framework that describes the typical responsibilities of your position. For information on four dimensions of your administrative role--tasks, processes, environment, and personal skills--read the following information sheet.

TAKING STOCK OF YOUR ADMINISTRATIVE SKILLS AND RESPONSIBILITIES

Consciously or unconsciously, most vocational administrators pursue some type of professional development, even in the absence of a formalized professional development plan. As they strive to meet the numerous challenges and to solve the problems--both routine and unexpected--that face them daily, they take action to close the gaps between their present skills and those required by the demands of their positions. Seeking the advice of a seasoned administrator, studying state education laws, looking for opportunities to improve their public speaking skills--these are all activities that help them grow professionally and that they probably incorporate into their professional lives.

Some educational environments and personal situations tend to prompt the drive for professional development more than others. Such a situation exists if, for example, you are (1) newly appointed to your present position, (2) an unexperienced administrator, or (3) working in an uncertain environment where funding, personnel, or clients are shifting.

Stable working environments, on the other hand, provide their own compelling reasons for professional development efforts. While the administrator runs less risk of drowning in a flood of demands that may exceed his/her competencies, he/she may fear stagnation as a result of handling tasks that have become too routine. Lacking new challenges, the administrator may be lulled into accepting a limited repertoire of skills and knowledges as sufficient for all time and for all occasions.

The Purpose of Professional Development

Ideally, of course, you will want to avoid the two extremes of inundation and stagnation. Even though--like all administrators--you will "come up short" sometimes, you can help yourself if you have already pinpointed the gaps between your skills and your present responsibilities. Going a step further to organize those needs, or gaps, into a professional development plan will enhance your self-confidence and help you keep a balanced perspective. There is comfort in the knowledge that you can only learn so much so fast, that you are doing the best you can for now, and that you have made definite plans to expand your present skills and knowledge.

If you feel your present position lacks challenge, you might turn this situation into an opportunity to reexamine your personal goals. Perhaps this is a good time to go back to school in order to update your skills or to learn new ones. Or perhaps you are somewhat isolated from peers and other professional contacts that would give you new insight into previously overlooked opportunities in your present job. For you, the creation of a professional development plan can stimulate a revitalization of former goals and aspirations or, possibly, lead you to create new ones for yourself.

Other personal and individual advantages notwithstanding, the most basic purpose of planning a professional development program is to make provisions to increase your competence as a vocational administrator. Vocational educators, for the most part, must walk a difficult path among the many legal, political, community, and institutional demands and special interests that affect the success of vocational programs. In spite of all these pressures and sometimes conflicting demands, you must gather your skills, talents, knowledge, and other resources to achieve the basic goals of your position:

- Improving the environment in which teaching and learning occur
- Controlling the management functions of your program or institution

A good professional development program should include measures to ensure that you perform the activities related to these two goals with increasing confidence, effectiveness, and imagination. Sample 1 is a typical format for outlining present and future plans for professional development that you may wish to use or adapt when you are ready to formulate your own plan.

Assessing Your Present Strengths

When assessing your professional development needs, one of the first things you should do is to give yourself proper credit for the skills, knowledge, and positive personality qualities you already possess. You don't, by any means, come to your present situation empty-handed. By making a realistic assessment of your strengths--those qualities that brought you this far--you can clarify the foundation upon which further professional development activities should be based.

You are an educator. Chances are you were a vocational teacher at some time. Through this experience, you developed the skills and perspectives of an educator. You have acquired, through past teaching and course work, the basic principles, techniques, and methods of teaching and learning. Even though you may not be involved in direct classroom teaching now, your past experience can invite the confidence of the vocational instructors under your supervision. This confidence, in turn, can help to establish a cooperative climate in which your administrative responsibilities relating to curriculum development, program evaluation, and teacher appraisal can be effectively carried out.

SAMPLE 1

PROFESSIONAL DEVELOPMENT PROGRAM
FOUR-YEAR PLAN

Name: _____ Date: _____

MY FOUR-YEAR GOAL IS TO ACQUIRE OR IMPROVE (select one or more):

___ Initial certification
___ Recertification
___ Professional administrative skills
___ Other professional development

YEAR	ACTION PLAN	EVALUATION
I	Objective(s): Activities: Completion Date Projected _____ Actual _____	
II	Objective(s): Activities: Completion Date Projected _____ Actual _____	
III	Objective(s): Activities: Completion Date Projected _____ Actual _____	
IV	Objective(s): Activities: Completion Date Projected _____ Actual _____	

Your preparation as an educator should also have helped you develop a philosophical basis for program planning and research activities. In addition, educational goals and philosophies provide direction and focus for your professional activities and concerns. It is important for you, for example, to be clear about such issues as the relationship of basic skills to vocational training and the desire of many students to seek jobs that are non-traditional for their sex.

You are a manager. In addition to the knowledge and skills of an educator, you undoubtedly bring some experience--either through academic course work or real-world activities--with the theories and practices of management. If you have had some administrative experience, you will have performed the tasks and processes described in most texts on educational administration. You may have even devised a few new theories and processes of your own. You probably have acquired confidence in your background and in your ability to apply administrative concepts to your actual job tasks.

If you are a new vocational administrator fresh out of school, you will have lots to learn. But, for the most part, you will find that your course work didn't do a bad job in preparing you cognitively for the administrator role. Textbook writers have remained remarkably consistent over the years in broadly describing the tasks and processes that are performed by managers of educational institutions.

Don't forget the considerable amount of informal organizational experience you may also bring to vocational administration. Running a household, serving on committees and boards, researching and preparing papers for course work or publication--these activities and many others contribute to the development of personal organizational skills that can help you with your managerial responsibilities as an administrator.

You are a leader. Besides the skills as an educator and a manager that you may have developed over the years, you should have accumulated a reservoir of knowledge about people. In your role as a leader you can draw upon this knowledge that you have acquired through interaction and through observation of yourself and others. Most educational institutions are relatively democratic places where things are accomplished through cooperation and consensus. You cannot decree that teachers give inspired lessons any more than you can command students to learn. But you can, through your knowledge of human needs and dynamics, set a tone that motivates people to want to do these things.

Leadership styles vary. Some people, by virtue of their personal bearing or "charisma," are able to draw respect and support. At the other extreme are those who use, more or less successfully, the authority of their position to control the actions of others. Everyone has had the experience of trying to influence the thoughts and behaviors of others, either through actions or idea-sharing. Think about your own successful leadership experiences, whether they occurred with family, friends, co-workers, subordinates, or even strangers. You will probably discover that you already have a repertoire of approaches that have worked for you with different people and under varying circumstances of power and authority.

Defining Your Administrative Role

Reviewing your past experiences as an educator, manager, and leader should help you to affirm the strengths that you bring to your present administrative position. Next you need to look more closely at what it is you are expected to do. On an academic level, this is not difficult--we have already noted that researchers over the years generally agree upon the tasks and processes that typify the roles of educational administrators.

The task dimension. You can usually describe what an administrator does by listing task categories such as the following:

- School-community relationships
- Student-personnel
- Staff-personnel
- Curriculum development
- Physical facilities and equipment
- Finance and business management
- Organization and structure[1]

Any of these broad task categories can be broken out into more specific ones. There are, for example, verified lists of competencies describing the tasks specific to vocational administrators (see sample 2). An examination of the clusters of competencies developed by educational research centers such as the Minnesota Research and Development Center for Vocational Education (University of Minnesota, Minneapolis) and the National Center for Research in Vocational Education (The Ohio State University, Columbus) can help you gain perspective on how what you can do compares with what other vocational administrators see themselves doing.

The process dimension. Besides the task dimension of your administrative role, there is a process dimension that characterizes how you perform these tasks. These processes, which cut across all of the previously named task categories, include activities such as the following:

- Decision making
- Programming
- Motivating

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1. William J. Gephart, Robert B. Ingle, and W. James Potter, eds., The Evaluation of Administrative Performance: Parameters, Problems & Practice (Bloomington, IN: Phi Delta Kappa, 1975), p. 55.

SAMPLE 2

VOCATIONAL EDUCATION ADMINISTRATIVE TASK CLUSTERS COMPETENCY ASSESSMENT WORKSHEET

TASK DIMENSION	COMPETENCY LEVEL 1 (Low) 2 3 4 5 (High)
PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION	
Develop Local Plans for Vocational Education: Part I	
1. Survey student and parent interests.	1 2 3 4 5
2. Collect and analyze manpower-needs assessment data.	1 2 3 4 5
3. Involve community representatives in program planning and development.	1 2 3 4 5
4. Interpret and apply state and/or federal vocational education legislation.	1 2 3 4 5
5. Interpret and apply other relevant state and federal legislation (e.g., CETA).	1 2 3 4 5
6. Analyze the school's and community's feelings toward educational change.	1 2 3 4 5
7. Design and oversee local research studies.	1 2 3 4 5
8. Interpret and use research results for program development and improvement.	1 2 3 4 5
Develop Local Plans for Vocational Education: Part II	
9. Obtain state and federal services and resources for program development.	1 2 3 4 5
10. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.	1 2 3 4 5
11. Prepare annual program plans.	1 2 3 4 5
12. Prepare and update long-range program goals.	1 2 3 4 5
13. Develop overall vocational program goals.	1 2 3 4 5
14. Develop plans for evaluating instructional programs.	1 2 3 4 5
15. Develop supplemental/remedial instructional programs to meet student needs.	1 2 3 4 5
Direct Program Evaluation	
16. Direct self-evaluation of the district vocational programs.	1 2 3 4 5
17. Involve external evaluation personnel in assessing program effectiveness.	1 2 3 4 5
18. Design and select instruments for evaluating the instructional program.	1 2 3 4 5
19. Evaluate the effectiveness of the instructional program.	1 2 3 4 5
20. Recommend curriculum revisions based on evaluation data.	1 2 3 4 5

SOURCE: These competencies were identified through work performed by the National Center for Research in Vocational Education. The 28 subtitles represent task groupings that form the basis for the competency-based administrator training modules and supportive material developed by the National Center on behalf of the Consortium for the Development of Professional Materials for Vocational Education.

TASK DIMENSION	COMPETENCY LEVEL 1 (Low)	2	3	4	5 (High)
INSTRUCTIONAL MANAGEMENT					
Direct Curriculum Development					
21. Direct occupational task analysis for use in curriculum development.	1	2	3	4	5
22. Direct the identification of entry-level requirements for jobs.	1	2	3	4	5
23. Coordinate district curriculum development efforts.	1	2	3	4	5
24. Establish and implement a curriculum design that will achieve the school's instructional goals.	1	2	3	4	5
25. Guide staff in integrating and articulating the vocational program with the total educational program.	1	2	3	4	5
26. Guide the articulation of secondary and postsecondary vocational program objectives.	1	2	3	4	5
Guide the Development and Improvement of Instruction					
27. Approve courses of study.	1	2	3	4	5
28. Coordinate local demonstration, pilot, and exemplary programs.	1	2	3	4	5
29. Guide staff in selecting and using effective instructional strategies (e.g., individualized instruction).	1	2	3	4	5
30. Approve selection of instructional equipment.	1	2	3	4	5
31. Approve selection of instructional materials.	1	2	3	4	5
32. Maintain a learning resources center for students.	1	2	3	4	5
Manage the Development of Master Schedules					
33. Prepare a master schedule of course offerings.	1	2	3	4	5
STUDENT SERVICES					
Manage Student Recruitment and Admissions					
34. Oversee student recruitment activities.	1	2	3	4	5
35. Oversee school admission services.	1	2	3	4	5
36. Establish school admission and graduation requirements.	1	2	3	4	5
37. Establish instructional program entry and completion requirements.	1	2	3	4	5
38. Interpret and apply affirmative action laws and regulations.	1	2	3	4	5
Provide Systematic Guidance Services					
39. Assess student grading and testing procedures.	1	2	3	4	5
40. Design and oversee student progress reporting procedures.	1	2	3	4	5
41. Oversee student guidance and testing services.	1	2	3	4	5
42. Provide for student record-keeping system.	1	2	3	4	5
43. Interpret and apply public "right-to-know" laws and regulations.	1	2	3	4	5
Maintain School Discipline					
44. Establish student rules and policies (e.g., attendance and discipline).	1	2	3	4	5
45. Enforce student rules and policies.	1	2	3	4	5
46. Interpret and apply student rights, laws, and regulations.	1	2	3	4	5
47. Provide guidance to the staff on legal matters affecting the school program.	1	2	3	4	5

TASK DIMENSION	COMPETENCY LEVEL 1 (Low)	2	3	4	5 (High)
Establish a Student Placement Service and Coordinate Follow-up Studies					
48. Initiate student and employer follow-up studies.	1	2	3	4	5
49. Analyze student and employer follow-up studies.	1	2	3	4	5
50. Oversee student job placement and follow-up services.	1	2	3	4	5
PERSONNEL MANAGEMENT					
Select School Personnel					
51. Assess program staffing requirements.	1	2	3	4	5
52. Prepare job descriptions.	1	2	3	4	5
53. Establish staff selection and recruitment procedures.	1	2	3	4	5
54. Recruit and interview potential staff.	1	2	3	4	5
55. Recommend potential staff to the administration and board.	1	2	3	4	5
56. Interpret and apply licensing and certification regulations.	1	2	3	4	5
57. Interpret and apply labor laws and regulations.	1	2	3	4	5
58. Interpret and apply affirmative action laws and regulations.	1	2	3	4	5
59. Conduct orientation programs for staff.	1	2	3	4	5
Supervise Vocational Education Personnel					
60. Counsel and advise staff on professional matters.	1	2	3	4	5
61. Oversee the work of teachers and other school personnel.	1	2	3	4	5
62. Represent teacher interests and concerns to other administrators and the board.	1	2	3	4	5
63. Develop effective interpersonal skills.	1	2	3	4	5
64. Develop cooperative problem-solving and decision-making skills.	1	2	3	4	5
Evaluate Staff Performance					
65. Observe and evaluate staff performance.	1	2	3	4	5
66. Recommend staff promotions and dismissals.	1	2	3	4	5
Manage School Personnel Affairs					
67. Prepare and recommend personnel policies.	1	2	3	4	5
68. Prepare and maintain a personnel handbook.	1	2	3	4	5
69. Participate in negotiating staff working agreements.	1	2	3	4	5
70. Establish staff grievance procedures.	1	2	3	4	5
71. Resolve staff grievances and complaints.	1	2	3	4	5
72. Interpret the staff benefits program.	1	2	3	4	5
73. Schedule staff work loads.	1	2	3	4	5
74. Schedule staff leaves, vacations, and sabbaticals.	1	2	3	4	5
75. Provide for a staff record-keeping system.	1	2	3	4	5
76. Plan and conduct staff meetings.	1	2	3	4	5
77. Prepare bulletins and other communications designed to keep staff informed.	1	2	3	4	5
78. Provide guidance to the staff on legal matters affecting the school program.	1	2	3	4	5
79. Interpret and apply labor laws and regulations.	1	2	3	4	5
80. Interpret and apply affirmative action laws and regulations.	1	2	3	4	5
81. Represent teacher interests and concerns to other administrators and the board.	1	2	3	4	5

TASK DIMENSION	COMPETENCY LEVEL 1 (Low)	2	3	4	5 (High)
PROFESSIONAL AND STAFF DEVELOPMENT					
Appraise the Personnel Development Needs of Vocational Teachers					
82. Assess staff development needs.	1	2	3	4	5
83. Assist in the preparation of individual staff profiles.	1	2	3	4	5
84. Counsel staff regarding personnel development needs and activities.	1	2	3	4	5
Provide a Staff Development Program					
85. Establish and maintain a staff learning resources center.	1	2	3	4	5
86. Conduct workshops and other inservice programs for professional personnel.	1	2	3	4	5
87. Arrange for workshops and other inservice programs for professional personnel.	1	2	3	4	5
88. Provide for inservice programs for supportive personnel.	1	2	3	4	5
89. Provide for preservice programs for professional personnel.	1	2	3	4	5
90. Arrange for staff exchanges with business and industry.	1	2	3	4	5
91. Evaluate staff development programs.	1	2	3	4	5
92. Conduct orientation programs for staff.	1	2	3	4	5
Plan for Your Professional Development					
93. Maintain ethical standards expected of a professional educator.	1	2	3	4	5
94. Participate in professional organizations.	1	2	3	4	5
95. Participate in professional meetings for self-improvement.	1	2	3	4	5
96. Promote professional image through personal appearance and conduct.	1	2	3	4	5
97. Develop effective interpersonal skills.	1	2	3	4	5
98. Read and use information from professional journals, reports, and related materials for self-improvement and to keep abreast of legislation.	1	2	3	4	5
99. Apply management techniques to personal work assignments.	1	2	3	4	5
100. Develop cooperative problem-solving and decision-making skills.	1	2	3	4	5
101. Assess personal performance as an administrator.	1	2	3	4	5
SCHOOL-COMMUNITY RELATIONS					
Organize and Work with a Local Vocational Education Advisory Council					
102. Coordinate use of occupational (craft) advisory committees.	1	2	3	4	5
103. Organize and work with a general vocational advisory council.	1	2	3	4	5
Promote the Vocational Education Program					
104. Develop a plan for promoting good public relations.	1	2	3	4	5
105. Prepare and recommend public relations and communications policies.	1	2	3	4	5
106. Obtain and analyze informal feedback about the school.	1	2	3	4	5
107. Evaluate the public relations program.	1	2	3	4	5
108. Develop materials to promote the vocational programs.	1	2	3	4	5
109. Write news releases for school and area media.	1	2	3	4	5
110. Plan for exhibits and displays.	1	2	3	4	5
111. Prepare bulletins and other communications designed to keep staff informed.	1	2	3	4	5
112. Promote good relationships between vocational and general education staff.	1	2	3	4	5
113. Prepare policy and commendation statements.	1	2	3	4	5

TASK DIMENSION	COMPETENCY LEVEL 1 (Low)	2	3	4	5 (High)
Promote the Vocational Education Program (continued)					
114. Make public presentations on school programs and activities.	1	2	3	4	5
115. Conduct informational programs for the public (e.g, open houses and career awareness programs).	1	2	3	4	5
116. Conduct recognition programs for students, staff, and community supporters.	1	2	3	4	5
117. Meet and confer with visitors.	1	2	3	4	5
Involve the Community in Vocational Education					
118. Participate in school organizations.	1	2	3	4	5
119. Participate in community organizations.	1	2	3	4	5
120. Encourage staff participation in community civic, service, and social organizations.	1	2	3	4	5
121. Promote cooperative efforts of parent and teacher groups.	1	2	3	4	5
122. Develop working relationships with employers and agencies.	1	2	3	4	5
123. Involve community leaders (political and nonpolitical) in school programs and activities.	1	2	3	4	5
124. Conduct conferences with individuals relative to the vocational programs.	1	2	3	4	5
125. Conduct public hearings and meetings on school issues.	1	2	3	4	5
126. Interpret and apply public "right-to-know" laws and regulations (Sunshine Laws).	1	2	3	4	5
Cooperate with Governmental and Community Agencies					
127. Assist with the development of state and/or federal plans for vocational education.	1	2	3	4	5
128. Participate in the development of vocational education legislation.	1	2	3	4	5
129. Prepare and recommend cooperative agreements with other agencies.	1	2	3	4	5
130. Prepare local, state, and federal reports.	1	2	3	4	5
131. Develop and maintain professional relationships with other administrators.	1	2	3	4	5
132. Develop and maintain professional relationships with state department of education personnel.	1	2	3	4	5
133. Develop and maintain relationships with personnel in professional organizations.	1	2	3	4	5
FACILITIES AND EQUIPMENT MANAGEMENT					
Provide Buildings and Equipment for Vocational Education					
134. Assess the need for physical facilities.	1	2	3	4	5
135. Conduct land and facility feasibility studies.	1	2	3	4	5
136. Recommend building sites.	1	2	3	4	5
137. Recommend the selection of an architect.	1	2	3	4	5
138. Oversee architectural planning.	1	2	3	4	5
139. Submit building and equipment specifications.	1	2	3	4	5
140. Analyze building and equipment contract bids.	1	2	3	4	5
141. Recommend acceptance of new building.	1	2	3	4	5
142. Procure major equipment and furnishings.	1	2	3	4	5
143. Plan space requirements for programs.	1	2	3	4	5
144. Develop long-range building and equipment plans.	1	2	3	4	5
145. Prepare and submit renovation and alteration plans.	1	2	3	4	5

TASK DIMENSION	COMPETENCY LEVEL 1 (Low)	2	3	4	5 (High)
Manage Vocational Buildings and Equipment					
146. Assign and reassign space according to priority needs.	1	2	3	4	5
147. Develop and implement an equipment and supply inventory system.	1	2	3	4	5
148. Establish a preventive maintenance program for equipment and buildings.	1	2	3	4	5
149. Interpret and apply health and safety laws and regulations.	1	2	3	4	5
150. Develop and implement safety programs.	1	2	3	4	5
151. Establish emergency plans (e.g., fire and disaster plans).	1	2	3	4	5
152. Establish and oversee a security program.	1	2	3	4	5
153. Schedule and oversee the community's use of facilities.	1	2	3	4	5
Manage the Purchase of Equipment, Supplies, and Insurance					
154. Prepare and recommend business policies.	1	2	3	4	5
155. Establish purchasing and payment procedures.	1	2	3	4	5
156. Establish receiving and shipping procedures.	1	2	3	4	5
157. Approve all major expenditures.	1	2	3	4	5
158. Approve requisitions and work orders.	1	2	3	4	5
159. Determine insurance coverage needs.	1	2	3	4	5
160. Respond to business correspondence.	1	2	3	4	5
BUSINESS AND FINANCIAL MANAGEMENT					
Prepare Vocational Education Budgets					
161. Prepare and regulate operating budgets.	1	2	3	4	5
162. Prepare and regulate program budgets.	1	2	3	4	5
163. Prepare and regulate capital improvement budgets.	1	2	3	4	5
164. Prepare long-range budgets based on total program requirements.	1	2	3	4	5
165. Adopt an appropriate financial accounting system.	1	2	3	4	5
166. Analyze the cost of operating various instructional programs.	1	2	3	4	5
Identify Financial Resources for Vocational Education					
167. Locate sources of funds for program development and operation.	1	2	3	4	5
Develop Applications and Proposals for Funding Vocational Education					
168. Write proposals for the funding of new programs and the improvement of existing programs.	1	2	3	4	5
SUPPORTIVE MATERIAL					
Guide to Vocational-Technical Education Program Alternatives: Secondary and Postsecondary--An Introduction					
169. Promote the integration of vocational student organizational activities into the instructional program.	1	2	3	4	5
170. Provide for cooperative education and apprenticeship programs.	1	2	3	4	5
171. Provide for supplemental/remedial instructional programs.	1	2	3	4	5
172. Provide for special needs programs.	1	2	3	4	5
173. Provide for adult/continuing education programs.	1	2	3	4	5
174. Arrange for work study programs.	1	2	3	4	5
175. Interpret and apply labor laws and regulations.	1	2	3	4	5
176. Interpret and apply affirmative action laws and regulations.	1	2	3	4	5

- Coordinating
- Evaluating[2]

These processes describe the actions taken by organizational leaders in order to accomplish the goals of the department or institution. Administrative processes are broken out into more detail in sample 3.

A system known as Management by Objectives (MBO) suggests another framework for describing administrative processes. The prevalent emphasis on MBO in educational institutions reflects federal requirements for local and state accountability for the effective and efficient use of public monies. In following MBO processes, the administrator is guided through management steps that should result in measurable outcomes that are tied directly to program goals. MBO is a process that you can apply equally well to managing your own professional development program. The MBO steps are as follows:

1. Identify organizational goals
2. Formulate plans to meet these goals
3. Determine costs
4. Establish evaluation criteria
5. Monitor programs
6. Evaluate results

The environmental dimension. So far we seem to be saying that one administrative job in education is just like any other and that the vocational director of a comprehensive high school in Oakland, Ohio performs the same activities as does the president of a technical college in Jones, Alabama. It's not quite that easy! In spite of basic similarities in tasks and processes--even in job descriptions--experienced administrators know how different one job may be from another. And, although formal preparation in educational administration is fairly uniform across the country, real-world demands require each administrator to relate that preparation to his/her actual situation in a way that may be quite different from other administrators.

As we have seen, setting up a framework for analyzing tasks and processes that are common to vocational administrators is a fairly straightforward matter. But it is also very important to account for the differences that exist in administrative responsibilities, as well as differences in how administrators both perceive and perform their tasks.

This brings us to yet another dimension of the administrative role, which we will call the environment--that is, the time, place, resources, and reference groups that provide the background of your vocational institution. No

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2. Gephart, Ingle, and Potter, eds., The Evaluation of Administrative Performance: Parameters, Problems & Practice, pp. 56-63.

SAMPLE 3

VOCATIONAL EDUCATION ADMINISTRATIVE PROCESSES COMPETENCY ASSESSMENT WORKSHEET

PROCESS DIMENSION	COMPETENCY LEVEL 1 (Low)	2	3	4	5 (High)
Decision Making					
1. Deciding who should participate in decision making	1	2	3	4	5
2. Differentiating among types of decisions	1	2	3	4	5
3. Determining the amount and type of information needed to reach decisions	1	2	3	4	5
4. Establishing priorities for action	1	2	3	4	5
5. Anticipating the consequences of decisions	1	2	3	4	5
6. Others _____	1	2	3	4	5
_____	1	2	3	4	5
Programming					
1. Setting up effective structures for implementing decisions	1	2	3	4	5
2. Establishing conditions and incentives to maximize contributions of staff, students, and other members of the organization	1	2	3	4	5
3. Others _____	1	2	3	4	5
_____	1	2	3	4	5
Motivating					
1. Providing rewards and incentives reflecting staff contributions	1	2	3	4	5
2. Making sure staff understand, agree with, and derive personal rewards through their activities	1	2	3	4	5
3. Others _____	1	2	3	4	5
_____	1	2	3	4	5
Coordinating					
1. Developing position descriptions	1	2	3	4	5
2. Defining organizational relationships among positions	1	2	3	4	5
3. Providing for the sharing of information within the organization	1	2	3	4	5
4. Providing for the sharing of information with appropriate outside agencies, organizations, and individuals	1	2	3	4	5
5. Others _____	1	2	3	4	5
_____	1	2	3	4	5
Evaluating					
1. Determining outcomes of programming	1	2	3	4	5
2. Checking the adequacies of initial planning and decision making	1	2	3	4	5
3. Evaluating the incentives and reward system	1	2	3	4	5
4. Determining adequacies of coordination efforts	1	2	3	4	5
5. Others _____	1	2	3	4	5
_____	1	2	3	4	5

institutional environment is exactly like any other. The administrator of a wealthy urban vocational school simply behaves differently than a principal in a small town with limited resources. The principal in a small town may, for example, interact directly with citizens. He/she may be obliged to attend--even lead--local organizational meetings and to tailor educational programs to reflect conservative, time-honored values. The large-city director may, on the other hand, be less visible to the community, but have cumbersome bureaucratic processes to contend with.

All administrators will find their styles affected by the time and resources they have to work with. Decision-making styles, for example, tend to be more autocratic and less cooperative when things have to be decided in a hurry or when budgets must be severely cut.

Another aspect of your working environment is the people with whom you interact--your reference groups. The expectations that others have of you will influence how you carry out your administrative roles. Sometimes these expectations will force you into conflicting roles that are not easily resolved. For example, one of an administrator's major functions is to facilitate and enhance the ability of other members of the institution to carry out their duties to the best of their abilities. Teachers, therefore, expect the administrator to be supportive. Superordinates, on the other hand, expect the administrator to perform a control function as an enforcer of policies and regulations. It is easy to see how such conflicting role expectations can contribute to the complexity of your assignments--requiring flexibility and a mixed bag of administrative and personal skills.

It is important that, as an administrator, you analyze your reference groups to clarify what their expectations of you are. Only then can you determine your strengths and weaknesses relative to your ability to reasonably meet those expectations. Following is a list of typical reference groups, including some ways in which their expectations can be made known to you:

- Superordinates--Expectations are usually--although not always--formally expressed through your position description, through your performance evaluation, and through board meetings.
- Subordinates--Knowledge of teacher expectations can be gathered (1) formally, through contract negotiations and through instruments designed to gather their impressions of your role; and (2) informally, through meetings and good communication practices. Expectations of students may be expressed indirectly through staff and parents or solicited directly by you.
- Parents--Parents may interact with you directly concerning their children's vocational education experience or indirectly through a teacher or guidance counselor. They may also express opinions about your role in the community, as well as in school management, through forums, councils, or specific questionnaires.
- Community interest groups--How community groups support (or don't support) your program through levies or other assistance can tell you

something about how well you fulfill their expectations as an administrator. Their direct input is often received through advisory councils and in the course of your involvement in civic affairs.

- Legal agencies--Federal, state, and local governments generate the laws and standards that create and maintain your institution. Examples are teacher and administrator certification requirements, program funding and accreditation guidelines, and employment and family privacy laws.
- Professional peers--Organizations such as the American Vocational Association (AVA), the American Association of School Administrators (AASA), the National Association of Secondary School Principals (NASSP), and the National Education Association (NEA) suggest standards of effective and ethical educational administration and encourage your involvement in professional activities as a way to enhance your administrative skills as well as the profession as a whole.

Becoming aware of the conditions and expectations of your administrative environment should lead to the formulation of philosophies and ethical codes to guide your administrative behavior. By undertaking the rigorous process of conceptualizing administrative philosophies and ethics, you can attempt to reconcile professional, community, institutional, and other environmental expectations with your own beliefs and values. Your goal should be to establish a basis for consistent administrative performance that is ethical, professionally sound, and--when translated into practice--proves to be workable and beneficial.[3]

The personal skills dimension. In addition to task, process, and environmental dimensions, there is something else, which we will call personal skills, that characterizes the administrative role. Just as various actors will portray a dramatic character differently--even given identical lines to speak--so do administrators bring their own personal style to the fulfillment of their roles.

Some personal characteristics may be amenable to adjustment (e.g., self-discipline, the ability to organize personal objectives, and communication skills). Some--such as physical stature, gender, and stamina--usually are not. The following list suggests aspects of personal style that can affect your performance as an administrator:

- Writing--Preparing reports, proposals, regulations, and plans
- Speaking--Making presentations, reports, and speeches before small and large groups; conducting interviews or conferences

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3. For detailed information on how to derive and maintain ethical standards and professional philosophies, you may wish to refer to Module I-3, Develop an Active Personal Philosophy of Education, part of the Professional Teacher Education Module Series produced by the National Center for Research in Vocational Education (Athens, GA: American Association for Vocational Instructional Materials, 1978).

- Human relationships--Dispensing praise and criticism (motivational skill), listening and observing, empathizing with personal stress of others, eliciting and providing feedback, reconciling personal values with those of others
- Problem solving--Negotiating and compromising skills, cooperative problem solving, staff conflict resolution, handling of organizational change and stress, effective use of persuasion
- Personal organization--Goal setting, time management, record keeping, delegation of tasks, self-discipline (sample 4 provides a handy list of things to do in striving for personal organization)
- Personal bearing--Physical health and stamina, appropriate dress, professional conduct, charisma

Self-administered personality inventories can provide valuable insight into your own needs, preferences, and leadership style. You can check with your state education agency (SEA) for instruments that are already in use in your state or write to organizations such as Teleometrics International (1755 Woodstead Court, P.O. Box 7437, The Woodlands, Texas 77380) for personality inventories developed especially for administrators.

Continually Evaluating Your Professional Development Needs

The four dimensions of the administrative role presented here are not discrete--each one is affected by aspects of the other three. But together, they form a fairly complete picture of what it is you must do as an administrator (tasks), how you do it (processes), and the personal and environmental factors that affect your performance. Sample 5 depicts the interrelationship of the four dimensions.

By evaluating your present skills and past experiences and comparing them with your present--or future--administrative responsibilities, you can reaffirm your strong points, clarify the weaker ones, and begin to formulate initial objectives for your professional development program. Based on these objectives, you can plan which resources and activities will best meet your objectives, given the limitations imposed by the demands of your administrative position.

The evaluation process continues as you assess the progress you are making, adjust your strategies, and finally, set new goals as the initial ones are accomplished to your satisfaction.

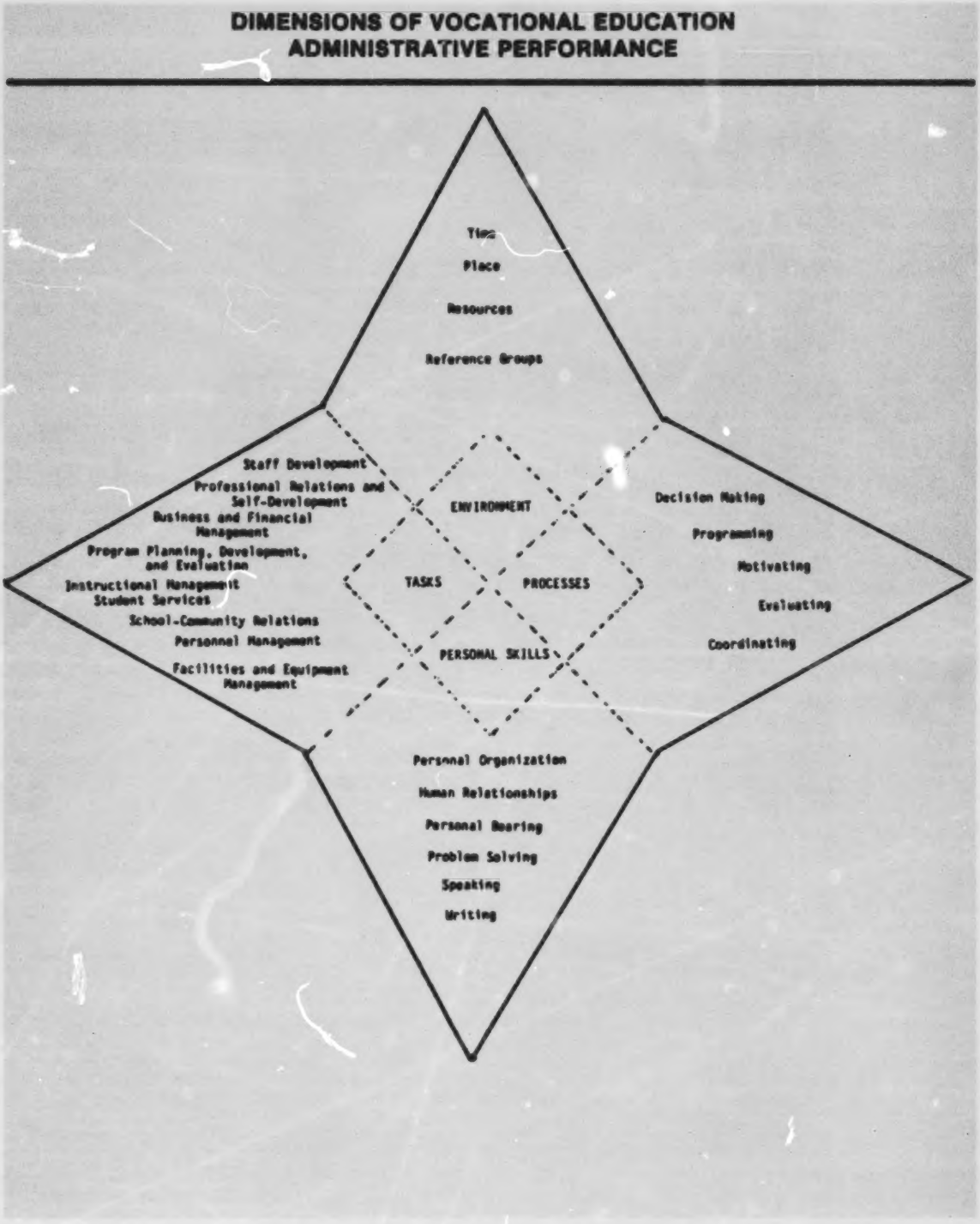
SAMPLE 4

TIME MANAGEMENT TECHNIQUES

1. List goals--set priorities
2. Make a daily "to do" list--include columns for "must do," "should do," and "nice-to-do" activities
3. Start with task "A" not "C"
4. Ask often: what is the best use of my time right now?
5. Handle each piece of paper only once if possible
6. Do "it" now
7. Eliminate perfection
8. Never lose control over your day
9. Control the telephone
10. Seek and protect quiet time
11. Learn to say "no" in many ways
12. Be sensitive to how others can be motivated to use time management techniques
13. Learn to use a tape recorder and dictaphone
14. Troubleshoot routine interruptions and unexpected problems
15. Deliberately schedule time for others
16. Expand your time by delegating work to others
17. Develop the habit of full concentration
18. Work smarter rather than longer

SOURCE: Adapted from Robert L. Mees and James C. Parker, "Time-Management Seminar Materials" (Carbondale, IL: Southern Illinois University, 1981). (Mimeograph)

SAMPLE 5


DIMENSIONS OF VOCATIONAL EDUCATION
ADMINISTRATIVE PERFORMANCE
Time
Place
Resources
Reference Groups
Staff Development
Professional Relations and Self-Development
Business and Financial Management
Program Planning, Development, and Evaluation
Instructional Management
Student Services
School-Community Relations
Personnel Management
Facilities and Equipment Management
ENVIRONMENT
TASKS
PROCESSES
PERSONAL SKILLS
Decision Making
Programming
Motivating
Evaluating
Coordinating
Personal Organization
Human Relationships
Personal Bearing
Problem Solving
Speaking
Writing

If you are interested in learning more about the personal skills dimension of administrative performance, you may wish to read the following reference: Beal, Bohlen, and Raudabaugh, Leadership and Dynamic Group Action. The authors discuss the internal dynamics of groups, characteristics of individuals in a group setting, and how democratic group processes are affected by the personality of the leader.

You may wish to interview an experienced administrator concerning his/her perceptions of the vocational administrator role. In your conversation you could ask questions such as the following:

- To what extent are your actual job responsibilities different from your initial expectations as a new administrator? Why?
- Does your job description accurately describe what you actually do?
- What aspects of your formal (academic) preparation helped you the most? The least?
- Which aspects of your job produce the most stress? Why? How do you handle it?
- Which aspects of your job provide the most satisfaction? Why? The least satisfaction? Why?

NOTES

The following "Case Situation" is in three parts: Part I gives you background information about Jim Peterson and his educational and occupational experiences. Part II asks you to analyze his present preparedness for assuming the responsibilities of vocational administration. And Part III asks you to identify any further preparation he needs.

Read Part I and then analyze the information provided by responding to the questions in Parts II and III. One way to approach the analysis is to begin by listing Jim's work experience, education, activities, and personal qualities and skills for easy reference. Having listed Jim's characteristics and experiences, you can more easily proceed to a breakdown of his probable administrative strengths and weaknesses. Use your imagination to deduce competencies and needs when evidence presented in the "Case Situation" appears to be sparse.

CASE SITUATION

Part I: Background Information

At age thirty, Jim Peterson has come to a crossroads in his career. Although the bulk of his experience has been in electrical engineering--most recently he has been running his own successful business--he is increasingly convinced that his primary interest lies in education. More specifically, Jim believes that he may be able to offer special insights into how to cement the relationship of vocational and technical education with business and industry, to the advantage of both.

Jim has a bachelor's degree in electrical engineering that he acquired in night school sessions. He has also completed several business management courses in this way. He was employed for eight years as an electrician, during which time he was active in the local union as a representative at the bargaining table with management. Also, toward the end of his tenure with that company, he was asked to supervise the electrician apprenticeship program. It was in this capacity that he first came into contact with Blackwell Area Vocational and Technical School (BAVTS). He worked with staff at BAVTS to coordinate a cooperative training program--an exchange involving BAVTS facilities and union trainers. His relationship with BAVTS deepened when the director, impressed with Jim's trade knowledge and instructional skill, invited him to sit on the local advisory council, comprised of area business, industry, and community representatives.

He is most proud of one important accomplishment achieved during his advisory council membership. Jim spearheaded a rigorous updating of the BAVTS electronics curriculum, managing to enlist the support of several veteran instructors who were using some outmoded teaching methods, equipment, and curricula.

Although Jim has been in business for himself for the last four years, he has continued to take an active interest in vocational education. In addition to his work on the advisory council, he participates in the on-the-job training (OJT) program with BAVTS. His shop is in high demand by both teachers and students who benefit from training opportunities and the supportive work environment created by Jim and his associates.

Jim has just learned that a position for assistant director is opening up at BAVTS. The director has urged him to consider applying for it, even though his academic background lacks specific preparation in education. In spite of the success of his business venture, Jim finds himself seriously considering turning it over to one of his employees and plunging into a new career in education. He begins to think very hard about the relevance of his work background and academic preparation to the position requirements of an administrator of vocational education.

Part II: Present Preparedness

Which of Jim Peterson's experiences and personal characteristics are likely to have prepared him for satisfactory performance in the following dimensions of the administrator's role?

Task

Process

Personal Skills

Environment

Part III: Further Preparation Needed

Assuming that further preparation for certification or to meet other professional needs will be necessary, discuss competencies in each of the four dimensions that you think Jim will need to develop or learn about if he is to become a skilled vocational administrator.

Task

Process

Personal Skills

Environment

Compare your completed written responses to the "Case Situation" with the "Model Analysis" given below. Your responses need not exactly duplicate the model responses; however, your should have covered the same major points.

MODEL ANALYSIS

Part I: Background Information

If you decided to approach the analysis by listing Jim's work experience, education, activities, and personal qualities and skills, your list should include at least the following information:

Work Experience

- Electrician, eight years with a company
- Apprenticeship training supervisor for union
- Private business person, four years

Education

- Bachelor's degree in electrical engineering
- Course work in business management

Activities

- Coordinated cooperative training agreement with BAVTS
- Participated in OJT program
- Served as a member of the BAVTS local advisory council
- Served as union representative at bargaining table (elected)
- Updated BAVTS curriculum

Personal Qualities and Skills

- Personally well-organized (manages to be successful in business and still find time to get a degree and work with BAVTS)
- Ambitious, willing to take risks (started own business)
- Successful at business management (experience and course work)
- Skilled in teaching (apprenticeship, OJT)
- Knowledgeable about one technical curriculum area (electronics)
- Popular with students, teachers, and co-workers
- Impressive to vocational director

Part II: Present Preparedness

Tasks. Although Jim has never worked in an actual vocational administration setting, it is probably reasonable to assume that he has acquired some knowledge--if not skill--in the follllowing task areas:

- Staff development--Jim may have conducted or helped to conduct workshops and some inservice exercises in the course of the curriculum update. He should have knowledge of at least some staff characteristics/needs through his work with the cooperative training program, the OJT program, and the advisory council.
- Instructional management--His experience as supervisor of the electronics apprenticeship program should help here, as should the curriculum update and the OJT experience.
- School-community relations--Through his work on the advisory council, Jim should have a feel for community attitudes.
- Personnel management--His union experience should help him, as should the experience of supervising his own employees.
- Business and financial management--Jim has had actual course work in this area, plus successful business management experience. He may have some awareness of the school's financial environment through his work with the advisory council.

Processes. Jim probably has developed some skill in the following process areas:

- Coordinating--We know Jim coordinated a cooperative training exchange between BAVTS and the union that was apparently successful.
- Motivating--We might assume that Jim is good at motivating others because (1) he is in demand as a participating employer in the OJT program and (2) he gained the support of teachers in updating the curriculum.
- Evaluating--He probably worked with evaluative data on BAVTS electronics program outcomes in order to arrive at the decision to update the curriculum.

Personal Skills. Jim seems to have developed the following personal skills:

- Personal organization--This is sure to be a strength, given the amount Jim has accomplished in twelve years.
- Human relationships--He appears to get along well with peers in difficult negotiating situations (union bargaining and curriculum update). He also appears to get along well with students.
- Personal bearing--It is doubtful the director would have recommended Jim for the assistant director position if his bearing and appearance were not positive assets.

Environment. Jim is probably familiar with community attitudes toward vocational education and available community resources through his work on the advisory council. He knows about hiring standards in at least two businesses--his own and that of his former employer. He knows a good deal about BAVTS students as a popular OJT participant.

Part III: Further Preparation Needed

Tasks. Certainly Jim would have to gain a good deal of knowledge and skill in tasks specific to vocational and technical education. The funding environment and planning processes would be new to him, and he would have to learn to perform the tasks of obtaining funds and planning programs within a new context. Program evaluation, instructional management, student services, and staff development are a few major competency areas he would need to address.

Processes. Although Jim has had plenty of decision-making experience, it is not certain that he is skilled in the kind of cooperative decision making and problem solving that is productive in the educational environment. He will need to learn who to involve in decision making and how to plan vocational education programming. Administrative responsibility for a vocational institution would require skill in dealing with processes of a different nature than any he has so far experienced.

Personal skills. We really know very little about Jim's speaking and writing abilities. However, he has probably had little experience with report writing, writing for publication, or speaking before large groups. He will also need to examine his personal use of power and how effectively it will work in the school setting.

Environment. Jim may know very little about vocational education as a profession--e.g., professional organizations, philosophies, and expectations of federal and state governments. He would need to develop knowledge of local, state, federal, and professional guidelines as they affect the parameters of his programs.

Level of Performance: Your completed analysis should have covered the same major points as the "Model Analysis." If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Taking Stock of Your Administrative Skills and Responsibilities," pp. 9-26, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

After completing the required reading, demonstrate knowledge of strategies and resources for professional development.

You will be reading the information sheet, "Resources and Strategies for Professional Development," pp. 39-53.

You may wish to meet with two to five peers to brainstorm ways and means to develop professionally.

You will be demonstrating knowledge of strategies and resources for professional development by completing the "Self-Check," pp. 55-56.

You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 57-58.

NOTES

For information describing a variety of resources and strategies for your use in developing your professional administrative skills, read the following information sheet.

RESOURCES AND STRATEGIES FOR PROFESSIONAL DEVELOPMENT

Before you can launch a campaign of professional development, you need to be aware of the resources and strategies available to you that may be used to help you accomplish your professional development goals. As you read about the wide variety of professional development tools available, try to decide how each option might most help you--within the context of your particular administrative environment and skill level--to (1) strengthen your weak points, (2) maintain your strengths, and (3) expand your interests and abilities. Also consider which strategies and resources might be most realistic for you to pursue given the available time, accessibility, and financial feasibility.

The material in this information sheet will be presented in terms of alternate and traditional strategies and resources presently available for your use. Alternate professional development options will include the following approaches:

- Competency-based administrator education (CBAE)
- Externship
- Internship

The more traditional approaches will cover the following options:

- Participating in traditional course work and training programs (e.g., inservice workshops, seminars, graduate courses, conferences)
- Participating in professional and community organizations
- Reading and contributing to journals and other publications
- Attending and participating in conferences and conventions
- Attending lectures and presentations
- Visiting other professionals outside of the school
- Working with other professionals inside the school
- Using media resources

Alternate Delivery Strategies for Professional Development

The alternate strategies and resources available to you are assuming increasing prominence as promising approaches to vocational administrator

preparation and professional development. A great deal of the optimism associated with these strategies is due to their reliance upon the competency-based approach to training, which is proving to be very successful and popular with training institutions, state departments, and administrator trainees.

Competency-Based Administrator Education

Competency-based administrator education (CBAE) is, as its name implies, an approach that focuses on training administrators in the specific skills they need in order to perform effectively on the job. Applicable to either a preservice or inservice situation, it differs from traditional approaches in its emphasis on evaluation of the trainee's actual performance of the specified competencies. By taking this module, you are, in fact, participating in a CBAE program.

The essential elements of CBAE are as follows:

- Administrator competencies to be achieved are carefully identified, verified, and made public in advance.
- Criteria to be used in assessing achievement and the conditions under which achievement will be assessed are explicitly stated and made public in advance.
- Assessment of competency takes the administrators' knowledge into account but depends upon actual performance as the primary source of evidence.
- The training program provides for the individual development and evaluation of each of the competencies specified.
- Administrators progress through the training program at their own rate by demonstrating the attainment of specified competencies.

The competency-based approach to administrator preparation is ideally suited to a variety of instructional settings. The essential concepts can be implemented in courses, workshops, and seminars held on college and university campuses, as well as in professional development activities sponsored by the state department. You can incorporate the CBAE approach into your own self-managed professional development program by tying your planned activities directly to specific competencies you wish to acquire.

The materials--often presented in modular, self-contained instructional packages--are well suited for use in field-based intern and extern leadership programs. Preservice administrators can use competency-based materials individually or in groups, and the materials can be adapted to meet their individual needs and interests.

CBAE has been incorporated in many vocational and general administrator education programs throughout the country. Following are examples of some more or less fully implemented programs:

- The Southern Illinois University at Carbondale Program
- The Illinois State University at Normal Program
- The Ohio Vocational Leadership Intern Program (Kent State University)
- Temple University's LIFE Program
- The Florida Vocational Administrator Extern Program (Florida International University)

Both the externship and the internship, which follow, are useful strategies for implementing the competency-based approach because they encourage preservice and inservice administrators to (1) assess their individual needs, (2) outline a program of professional development, and (3) develop the competencies actually needed by local administrators of secondary and postsecondary programs.

Externship

Let's assume for the moment that you are employed as a teacher or in another nonadministrative position in your school district or local education agency. You and your superordinates have determined that you have the interest and the potential to become a vocational administrator. In order to help you develop the skills necessary to assume an administrative role at the same time that you are maintaining employment, you and your superordinates may elect to involve you in an externship program.

The externship deviates from traditional graduate, internship, and inservice training programs by combining a planned sequence of course work, directed field experience, and weekend seminars carried out while the participant remains in his/her present job.

The major features of the externship include the following:

- The externship involves a working relationship between state agencies, local school districts willing to support a staff member in the extern program, and university educators.
- It deviates from traditional graduate programs in that the academic work is designed to supplement and complement field-based activities while the participant is still carrying major responsibilities within the school district.
- Each participant is provided with firsthand experience in directing a program planning and evaluation effort based on activities demonstrated to be effective in previous statewide development projects.

- Externs participate in field-based seminars that utilize exemplary vocational programs within the state as models for discussion, modification, and implementation.
- Externs develop new leadership competencies in all service areas of vocational education, through instruction, experience, and firsthand planning of activities.
- The program is based on group and individual objectives that reflect both personal and local vocational education program needs.
- Experiences in the decision-making process, which will assist individuals in becoming more competent in leadership roles, are included in the program.

Externship programs are operating in an increasing number of states. Among the states with well-established externships are Oregon, Tennessee, Arkansas, Maryland, Oklahoma, and Utah.

Internship

The internship is a preservice and inservice approach to administrator preparation that seeks to provide for a gradual transition from preparation to full-time administration. It differs from traditional approaches in its focus on combining academic studies with a planned, extended field experience under the supervision of an on-the-job practitioner.

The major features of the internship include the following:

- The internship is a phase of professional preparation that comes after or in conjunction with some sort of formal program of preparation.
- Interns participate in individually designed programs that include both academic studies and practical field experiences.
- The intern functions under the on-the-job guidance and supervision of an experienced administrator.
- Interns carry real and continual administrative responsibilities in the field for an extended block of time. During this period, they are assisted in making practical applications of the theory and knowledge components of the training program.
- The internship usually involves placement in another school or district.
- The internship is either a full- or half-time, paid position.
- The training program, supervision, and evaluation are cooperatively developed and conducted by the intern, the on-site supervisor, and the sponsoring university.

Internship programs--called leadership development programs in some states--are operating in a number of states, including Michigan, Washington, Illinois, Onio, Oregon, Maryland, Pennsylvania, Oklahoma, and Indiana.[4]

Traditional Strategies and Resources for Professional Development

The following descriptions of traditional professional development activities are intended to expand your awareness of the many traditional avenues available to you in strengthening your weaknesses and expanding your skills and interests. When combined with alternative strategies, they can provide a wide base upon which to grow professionally.

Participating in Traditional Course Work and Training Programs

Inservice workshops, seminars, graduate courses, conferences--these are all examples of training options that have been around for a long time and that have proven their value. While course work alone has generally not proven to be sufficient to meet the practical needs of vocational administrators, a combination of academic studies and practical field experience can be very effective. In some instances, enrollment in a course covering a particular area (see sample 6 for a listing of typical topics), in an atmosphere conducive to study and research, may be the best way for you to gain the necessary background and understanding you need.

As an administrator, you can bring yourself up to date by participating in some form of further education during vacations or via a leave of absence or sabbatical. A nearby university may offer a course in an area in which you need further training. Or, you may wish to pursue a higher degree at a college or university. Some universities will initiate a special course if enough teachers and administrators in a geographic area wish to take it. There are also summer study tours.

Some organizations in the private sector operate special management training schools. You may consider taking advantage of some of their offerings (e.g., a seminar on time management techniques). This can be a good way to obtain further education and new information on the latest management techniques.

Individualized study programs are also available from many publishing houses. Programs that are available in your field or in related fields of

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4. For more information on CBAE, externships, and internships you may wish to refer to Karen M. Quinn, Robert E. Norton, and Kristy L. Ross, Alternate Delivery Strategies for Preparing Vocational Administrators (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1978). ED 170 594

SAMPLE 8

VOCATIONAL EDUCATION ADMINISTRATIVE KNOWLEDGE BASES

EDUCATION

Social foundations of education
Politics of education
Values and ethics in education
Ethnic/sex stereotyping
Social, psychological, and economical patterns of special groups
Vocational psychology
Vocational guidance
History and philosophy of vocational education
Human resource development programs
Curriculum development theory
Teaching methods
Instructional systems

MANAGEMENT

Public school finance and economics
School law and regulations
Business procedures and accounting systems
Measurement and statistics
Research procedure and design
Management information systems
Administration and management process
Administration and management systems theory
Personnel management and supervision
Labor management negotiations
Time management systems

LEADERSHIP

Facilitation of change in an institution
Formal communication processes
Group dynamics
Interpersonal communication
School-community relations
Labor relations and contract management
Leadership and management styles

SOURCE: Adapted from Gary W. Leske, Steven Frederickson, and Brandon B. Smith, Staff Development Needs Assessment for Vocational Education Administrators (Minneapolis, MN: University of Minnesota, Department of Vocational and Technical Education, Minnesota Research and Development Center for Vocational Education, 1978), p. 29.

education and administration can help you learn new skills, and many of the programs will provide opportunities for you to practice or apply new concepts.

In addition to obtaining specific training in vocational administration, you may participate in the various general administration courses and seminars offered throughout the country. Most of the administrative techniques covered in such training sessions apply to your organization. Your association with the more-general school administration organizations, such as AASA or NASSP, will keep you informed of appropriate training opportunities for administrators.

Participating in Professional and Community Organizations

Be aware that being an organization joiner is really only the beginning. To reap the full benefits of any group membership, you must be willing to invest your time and energy to become an active participant. Most organizations function through full-time professional staff; elected officers; and elected, appointed, or volunteer committees. While not everyone can become a working committee member or officer, some form of active involvement is more rewarding than sitting back and waiting for information to be delivered.

A word of caution is needed at this time. As a vocational administrator, your time is valuable and probably is in great demand. While it is important for you to be an active member in professional and community organizations, you must limit your participation to the few that can benefit you most. In order to choose wisely, choose those organizations that offer you the best opportunities to do the following:

- Actively participate in challenging and interesting activities
- Establish good community relations
- Serve in a leadership role
- Promote and support educational endeavors

Be sure that meeting dates and organization responsibilities complement rather than conflict with your administrative responsibilities and that the cost in time, money, and energy does not take away from your ability to do your job.

Professional organizations. One of the primary purposes of professional organizations at the local, state, and national levels is helping members become and remain competent in their profession. Many local organizations are merely extensions of state and national organizations, forming a network for information flow. Often these organizations employ full-time professional and clerical staff members who engage in such services as the following:

- Following educational legislation
- Conducting research

- Publishing materials such as journals, pamphlets, yearbooks, manuals, research reports, handbooks, newsletters, directories
- Sponsoring conferences and workshops
- Providing consultant services
- Disseminating public information
- Providing public forums for airing varying points of view
- Developing curriculum materials
- Promoting special interest groups
- Attempting to unify the profession
- Giving leadership to the innovative movements in the field

Choose memberships in professional organizations that will provide you with growth opportunities in areas of leadership, education, and management. The list of national organizations shown in sample 7 should provide you with a starting point in investigating suitable professional organizations, most of which have state-level counterparts.

Community organizations. Membership and participation in state or area community organizations can also enhance you professionally. For example, as a vocational administrator, you certainly will want to develop a close working relationship with the business community. Social and community organizations, such as Kiwanis, Rotary, chamber of commerce, may well serve as the focal point for developing and maintaining strong professional ties with the business people in your community. You may also desire to maintain identification with specific occupational fields through membership in specialty-oriented organizations such as those listed in sample 8.

Try to seek out groups concerned with local economic development, so as to involve vocational education with that effort as much as possible.

Reading and Contributing to Journals and Other Publications

Most organizations discussed in the previous section publish their own professional journals. Even though articles in journals tend to be brief, they alert the reader to new concepts and point the way toward further research and planning. Other journals and publications are produced continually by individual authors, university projects, and other agencies, and they find their way into libraries across the country for general reading. Request to be put on mailing lists to receive notice of current literature that can keep you abreast of changes occurring in your field.

Advertisements in journals can also be informative. With their pictures and descriptions of new equipment, supplies, and books, advertisements help you to stay current in the entire field of vocational education. Information

SAMPLE 7

PROFESSIONAL ORGANIZATIONS

American Vocational Association (AVA)
2020 North 14th Street
Arlington, VA 22201

National Council of Local Administrators of Vocational Education and Practical Arts (NCLA)--Division of AVA

American Association of Community and Junior Colleges (AACJC)
National Center for Higher Education
One DuPont Circle, No. 410
Washington, DC 20036

American Personnel and Guidance Association (APGA)
Two Skyline Place, Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

National Vocational Guidance Association (NVGA)--Division of APGA

American Association of School Administrators (AASA)
1801 North Moore Street
Arlington, VA 22209

National Education Association (NEA)
1201 16th Street, NW
Washington, DC 20036

American Educational Research Association (AERA)--Division of NEA

National Association for Women Deans, Administrators, and Counselors (NAWDAC)
1625 I Street, NW, Suite 624-A
Washington, DC 20006

National Association of Secondary School Principals (NASSP)
1904 Association Drive
Reston, VA 22091

American Vocational Education Research Association (AVERA)
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210

National Council of Administrative Women in Education (NCAWE)
17 Forsythe Road
Pittsburgh, PA 15220

SAMPLE 8

COMMUNITY ORGANIZATIONS	
Agricultural Education	American Farm Bureau Federation
	National Grange
	Farmers' Educational and Cooperative Union of America
Distributive Education	National Restaurant Association
	National Retail Merchants Association
	Sales and Marketing Executives International
Health Occupations Education	National Association for Practical Nurse Education and Service
	Area Health Planning Boards
	American Hospital Association
	American Association of Nursing Homes
Home Economics Education	National Restaurant Association
	Day Care Council of America
	State Extension Service
Business Office Education	Administrative Management Society
	National Secretaries Association
	Business and Professional Women's Foundation
Trade and Industrial Education	Associated General Contractors of America
	American Welding Society
	America AFLCIO
	United Auto Workers

in journals also includes news on upcoming conventions, exhibits, trade shows, seminars, and educational programs of interest to you and your staff.

State, federal, business, and private and/or nonprofit organizations offer many free or low cost publications of interest to the vocational administrator. These publications may be in the form of guides, pamphlets, or bulletins written on specific areas, and they are often indexed for easy ordering. In addition, you need to keep information about funding opportunities flowing into your office by asking to be put on the mailing lists of public and private sources for grants and contracts.

As you acquire the many journals and other publications of your field, you probably will want to devise a plan to save them and make them readily available for future reference. In this way you can build a professional library of books, journals, and specialized publications related to vocational administration, which can be made available for review and reference by both you and your staff.

Publications not available in your individual professional library may be located through the Education Index, which should be available in a nearby public or university library. Two other sources of professional information are the Educational Resources Information Center (ERIC) and Dissertation Abstracts. The ERIC Clearinghouse on Adult, Career, and Vocational Education, located at The Ohio State University, Columbus, Ohio, acquires, selects, and processes documents (primarily unpublished), speeches, journal articles, and other information or instructional materials--all related to the areas described in its name.[5] These are placed on microfiche and assigned a number (i.e., ED 017 612) by the national information system. Information on and abstracts of each document in this system are available via several sources:

- Resources in Vocational Education (RIVE), a bimonthly publication, provides indexes to and summaries (abstracts) of a variety of instructional and research materials intended primarily for use by vocational educators.
- Resources in Education (RIE) provides indexes to and abstracts of approximately 1,000 documents sent to Central ERIC monthly by all 18 ERIC Clearinghouses.
- Current Index to Journals in Education (CIJE) is a monthly publication presenting detailed indexes to articles from over 775 educational journals.
- Computer tapes are available that permit rapid, accurate searching of the entire ERIC collection. ERIC tapes contain abstracts of documents in RIE and articles in CIJE.

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5. For information on how to efficiently and effectively use the ERIC system, you may wish to refer to Use Information Resources to Help Improve Educational Programs, part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1982).

Dissertation Abstracts are volumes containing resumes of research studies written as theses or dissertations. The abstracts give information about where the microfilm for each study can be obtained.

As you gain more experience as an administrator, you may develop special skills and tools that you can share. Writing articles for publication can be a very rewarding way for you to contribute to both your professional growth and the professional development of others. Of vital importance to your writing success is the careful selection of the periodical to which you submit your article. Each journal is intended for a specific audience and purpose. Articles in each journal focus on interests and abilities of the intended audience in order to achieve the purposes of the journal and its sponsoring organization. By becoming familiar with a large variety of journals and publications, you will be better able to submit your articles appropriately.

Sometimes it seems to take forever to get that first article accepted for publication. Often this may be simply because your name is not yet known or because the publisher doesn't feel your subject is of current interest. Sometimes, however, your chances of publication can be increased if you take careful steps to (1) improve your general writing ability or (2) adapt your style to one preferred by the publisher. In the latter case, you will benefit from close scrutiny of the articles that a particular editor or publisher selects, in order to detect a common format and writing style--for example, short or long paragraphs, informal or formal tone, research-based or anecdotal.

If, on the other hand, you feel that your writing skills in general can be improved, you may decide to (1) ask an editor, or even an English teacher who is also a good friend, to go over your material with you or (2) enroll in a writing course at a local college or university. Don't, however, underestimate the importance of attending to matters of writing style and skill as you seek to publish professionally.

Attending and Participating in Conferences and Conventions

Conferences and annual conventions offer one of the best means for keeping up to date in your profession. A primary goal of most conventions is to provide the participants with current and innovative information in a particular field. Keynote inspirational addresses, small-group discussions, clinic tables, exhibitor displays, and informal sharing of ideas all combine to give you an opportunity to grow as a professional. They also provide you with opportunities to serve as a leader or presenter and to share ideas with others as you become more and more active over the years in a given organization.

The range of professional activities available in many conventions includes preconvention workshops, general business meetings, general keynote-type sessions, numerous educational sessions, clinic-setting small-group interaction, question-and-answer sessions, exhibitor displays, product demonstrations, and postconvention tours. Conventions may be state or national in scope. Your participation in at least one major convention or conference each

year is a must to keep abreast of current developments pertinent to your area of responsibility.

One benefit of participating in conferences and conventions that should not be overlooked is the opportunity provided for you to develop professional linkages and networks. The informal nature of the contacts should not overshadow the fact that you get to know people with similar training and responsibilities with whom you can share problems as well as successes. Try to make a habit of broadening your professional contacts and strengthening your professional linkages at conferences and conventions.

Attending Lectures and Presentations

Groups in many communities offer opportunities for general public attendance at certain of their lectures and presentations. Topics related to management, administration, or occupational training might be presented by (1) branches of federal agencies such as your county Cooperative Extension Service, (2) chapters of national groups such as the National Organization of Women, or (3) community groups such as the chamber of commerce. You should plan to attend events of particular interest to you when you hear of them or when you read about them in newspapers or leaflets.

A local college or university will also often sponsor general admission lectures presented by experts. Many of these relate to education and to new techniques or innovations. In addition, there are many nationally organized lecture-tour groups that plan and organize a series of lectures, by speakers such as writers or educators, which are presented in communities across the country. These lectures are usually presented in local auditoriums, and for a small charge, you may attend and learn many new skills or techniques.

Often, groups such as the Business and Professional Women's Association, Kiwanis Club, or the state nursing association offer presentations that are not open to the public. You might wish to attend a specific relevant presentation as the guest of someone who belongs to that organization.

Visiting Other Professionals Outside of the School

Visiting with other vocational administrators or with persons functioning in the world of work can be a very rewarding method of staying current in the field. The possibilities are endless. You could visit (1) a business or industry that is using new techniques, equipment, or materials; (2) other schools; (3) management experts; or (4) other managers/administrators. Exchanging ideas with persons with interests similar to yours, but whose expertise or experience in a particular area exceeds yours, can be an extremely productive learning device.

Discussing administrative techniques with an administrator in a situation similar to yours can provide interesting and enlightening ideas to apply in

your organization. Often area meetings of vocational administrators are informally organized to meet monthly or biweekly to discuss mutual concerns. You may be interested in forming such a group and including interested professionals in your geographic area.

Another way to stay in touch with organizations similar to yours is by requesting to serve on visitation or evaluation teams sponsored by your state department of education or other accreditation organizations.

Working With Other Professionals Inside the School

One tends to think in terms of going "outside" to get help or up-to-date information. It's easy to forget that good human resources exist within one's own organization. Meeting formally and informally to discuss issues or problems with other administrators, teachers, and members of your advisory committees can aid you in keeping up to date.

Furthermore, participating with co-workers during inservice training sessions can be a key technique for updating your effectiveness as an administrator. The possibilities for inservice training are numerous. You can arrange for a demonstration of a new technique or product. You can bring in an expert to speak. You can tap the chamber of commerce for speakers and seminars. You can run workshops or study groups in which administrators use problem-solving techniques to plan new programs, examine present programs, develop a philosophy or objectives, or discuss good management techniques.

Participating in these activities can help keep your mind active and open. It may reveal areas where you need more information and give you an opportunity to make plans to get that information. The more involved you are, the more accountable you feel, and the more accountable you feel, the more apt you are to be motivated to probe new learning possibilities.

Remember, even though your area of responsibility is administering the vocational education program, your close contact with teachers and their inservice and professional growth activities can keep you in touch with their needs and concerns. You must use your interpersonal skills to continually work with colleagues inside your school.

Using Media Resources

Careful selection of radio and television programs and frequent reading of the newspaper can also increase your knowledge of current developments in your field. The newspaper classified section provides valuable information pertaining to local labor market needs, and many articles in daily papers report news that relates to the various service areas. The Sunday paper in most metropolitan areas is full of news and feature items that can keep you informed about events related to your area of responsibility.

For example, a major corporation announces plans to locate an assebly plant in your city; federal legislation has been passed that affects workers in an occupational area for which your school offers training; an administrator in another school is featured in an article on effective school discipline; or Congress has determined where budget cuts will be made. Scores of news stories in the paper may be of direct interest to you as you strive to keep informed about things that concern you as a vocational administrator.

Listening to the radio can be advantageous because many of the programs are local and many of them offer information of interest to vocational educators. For example, a daily farm report on a local radio station is geared to the agricultural needs of the people in the geographic area around that station.

The importance of television should not be underestimated. Educational television stations are committed to airing programs of public interest and concern. The programs offered by these stations are informative, and many of them deal specifically with education or with concerns of interest to persons in the fields of business and industry.

Commercial television stations air many early morning programs dealing with topics of interest to people in such fields as agriculture, home economics, and business. Evening specials often highlight educational or occupational concerns.

You can also check your local television guide for information on the topics discussed on such programs as the Today Show, 60 Minutes, and other talk shows. Experts from a variety of areas related to vocational education often appear on talk shows for group discussions, and 60 Minutes is noted for its in-depth coverage of industrial and business problems.

In summary, if you take full advantage of the eight traditional resources--traditional training, professional and community organizations, texts and journals, conferences and conventions, lectures and presentations, professionals outside the school, other professionals inside the school, and media--you will find a wealth of information. When combined with CBAE, externship, and internship options, these resources and strategies can help you to maintain an effective professional development program.

You may wish to meet with two to five peers who are also completing this module. In this meeting, you could identify available journals and publications; important professional, community, or civic organizations; local experts in education or administration; and other professional development resources.

NOTES

The following items check your comprehension of the material in the information sheet, "Resources and Strategies for Professional Development," pp. 39-53. Each of the four items requires a short essay-type response. Please respond fully, but briefly, to each item.

SELF-CHECK

1. Externships and internships are said to be alternate strategies for professional development that lend themselves to the competency-based approach to administrator education.

   a. What are three of the major elements of CBAE?

   b. Briefly describe major features of both the externship and the internship.

2. What kinds of traditional professional development activities should you consider participating in as you attempt to increase your administrative skills and knowledge?

3. What reasons should support your decision to join a particular organization?

Compare your written responses on the "Self-Check" with the "Model Answers" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1a. Major elements of competency-based administrator education (CBAE)--of which you should have listed three--include the following:

- Administrative competencies to be achieved are carefully identified, verified, and made public in advance.
- Criteria to be used in assessing achievement and the conditions under which achievement will be assessed are explicitly stated and made public in advance.
- Assessment of competency takes the administrator's knowledge into account but depends upon actual performance as the primary source of evidence.
- The training program provides for the individual development and evaluation of each of the competencies specified.
- Administrators progress through the training program at their own rate by demonstrating the attainment of specified competencies.

1b. The externship involves actual experience, seminars, and course work designed specifically for the administrator--and all designed to be carried out while the participant remains employed at his/her present job. This method is often used to develop promising teachers or other non-administrators into leaders.

The internship involves a preservice and inservice approach, which seeks to provide for a gradual transition from preparation to full-time administration. It combines studies with a planned field experience under the supervision of an on-the-job practitioner.

2. You should have listed the following types of traditional professional development activities in your response:

- Participating in traditional course work and training programs
- Participating in professional and community organizations
- Reading and contributing to journals and other publications
- Attending and participating in conferences and conventions
- Attending lectures and presentations
- Visiting other professionals outside of the school

- Working with other professionals inside the school
- Using media resources

3. You should carefully choose the organizations that you want to join. While membership can be potentially rewarding, it will not be, for you, if you are too busy to participate in activities. Investigate the organizations before you make a decision to join. Then, select only the ones that can be most rewarding to you and that afford the most opportunity for participation. The goals and objectives of the organization should also relate to your own professional interests and should provide you with opportunities to serve in a leadership role, participate in challenging and interesting activities, and learn new skills that can be applied in your administrative role.

   Membership fees and other financial obligations associated with organizations do vary, so be sure you can comfortably afford to be a member. Also consider any previous time commitments that might conflict with scheduled meeting dates. Do not limit yourself to organizations that serve similar functions. Be sure the opportunities offered by your organizational choices will keep you informed about many different educational, professional, and managerial areas.

Level of Performance: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points or have questions about any other points you made, review the material in the information sheet, "Resources and Strategies for Professional Development," pp. 39-53, or check with your resource person if necessary.

Learning Experience III

OVERVIEW

Given your present administrative training and experience, (1) assess your current mastery of administrative tasks/processes and your current level of use of professional development resources and (2) use available resources to increase or update your current skills in one area of need or interest.

You will be assessing your mastery level of administrative tasks and processes and summarizing your mastery level in terms of strengths, weaknesses, and other areas of interest to explore, using the "Professional Needs Worksheet," pp. 61-62.

You will be identifying your current level of use of professional development resources, using the "Professional Development Resources Inventory," pp. 63-65.

You will be identifying and obtaining information--related to your professional development needs and interests--by completing the "Professional Development Exercises," pp. 65-66.

continued

You will be keeping a log to record your experiences in completing the professional development exercises.

Your competency in (1) assessing your current mastery of administrative tasks/processes and your current level of use of professional development resources and (2) using available resources to increase or update your current skills in one area of need or interest will be evaluated by your resource person, using the "Professional Development Checklist," pp. 69-70.

Based on your own experience as an educator, manager, and leader, take stock of your present level of professional development by completing the copies of the competency assessment worksheets shown in sample 2, pp. 14-19, and sample 3, p. 21, or another assessment device suggested by your resource person. (If you use the sample worksheets, rate your competency level on each item by circling the number [1-5] that most nearly represents your present level of competency in that area. A rating of 1 indicates a low level of competency; a rating of 5 indicates a high level of competency.) Then summarize your needs in writing, using the following "Professional Needs Worksheet."

NOTE: If you are in preservice training with no actual administrative experience at this point, use this activity to assess (1) your comprehension of task and process dimensions of the administrative role and (2) which areas you need to master or improve in order to prepare for actual employment (e.g., certification, licensure, and degree requirements).

PROFESSIONAL NEEDS WORKSHEET

1. Identify at least eight areas that you feel represent your administrative strengths. These should be areas in which you perceive yourself to have better than average competency (or a rating of 4 or above on the mastery assessment worksheets).

2. Write down eight to twelve areas in which you feel increased competency is important to you in order to strengthen your weak points. These should be areas that you have identified as necessary for you to do the following:

   - Obtain or maintain certification or employment
   - Improve administrative performance

   Rank your needs according to priorities and justify them in terms of the four performance dimensions: tasks, processes, personal skills, and environment.

3. There may be some competencies or other activities that you would like to explore, even though you don't need them at the moment. List such areas as possible activities for longer-range professional goals.

The following "Professional Development Resources Inventory" includes questions and statements that ask you to identify your current level of use of professional development resources. Based on your experience prior to starting this module, circle the appropriate response (yes or no) and list information accordingly.

PROFESSIONAL DEVELOPMENT RESOURCES INVENTORY

1. Are you presently a member of any professional or community associations? Do you serve or have you ever served as an officer or on a committee? YES NO

   List those associations to which you belong and any positions you have held.

   _____

   _____

   _____

2. Do you presently subscribe to any professional journal? YES NO

   List those educational, occupational, or administration journals to which you subscribe.

   _____

   _____

   _____

3. Do you presently have a professional library? YES NO

   List four books, other than required texts, that are a part of your professional library.

   _____

   _____

   _____

4. Have you ever visited a business, industry, or another vocational-technical institution specifically to increase your skills or knowledge? YES NO

   Briefly describe a sample of those visits.

   _____

   _____

   _____

5. Have you ever attended a conference or convention related to vocational education and/or administration? YES NO

Briefly describe a sample of the educational conferences or conventions you have attended.

_____

_____

_____

6. Have you ever attended an education- or administration-related lecture or presentation? YES NO

Briefly describe a sample of the ones you have attended.

_____

_____

_____

7. Do you meet periodically with your peers informally to discuss educational administrative issues or problems? YES NO

Give an example of this informal interaction.

_____

_____

_____

8. Excluding the program through which you are taking this module, have you ever taken advantage of further education in the form of short courses, training sessions, externships, internships, etc.? YES NO

Briefly describe a sample of these educational pursuits.

_____

_____

_____

9. Have there been regular (or special) media presentations available--radio, TV, newspapers--that have been a source of professional growth for you? YES NO

Briefly describe a sample of these presentations.

_____

_____

_____

10. Have you ever contributed articles to journals or been a presenter at a professional conference? YES NO

Briefly describe a sample of these articles or presentations.

_____

_____

_____

11. Can you think of any activity in which you have participated that you feel has contributed to your professional growth but that was not included above? YES NO

Briefly describe that activity.

_____

_____

_____

The following "Professional Development Exercises," p. 66, list seven exercises involving the use of specific techniques for developing professionally. Identify resources available in your geographic area and complete each exercise to obtain information to reinforce your current practices; to learn about new ideas, products, or other innovations; and to gain new skills--all related to one of your identified professional development needs or interests.

If you have completed any of the seven exercises recently enough to fill out a log sheet describing the activity and how it assisted you in your professional development efforts, you need not repeat the activity. Simply log the previous experience you had. If you cannot complete any exercise because of the limitations of your geographic area or for some other reason, document your reasons and go on to the next exercise.

These exercises need not be treated as if each were isolated. With a bit of creativity, you can combine several exercises. For example you could make a visit to identify current ideas or skills and then locate further information in books, journals, pamphlets, and so on, as recommended by the person you visited. Or, you could locate new ideas in books and journals and then visit a person or place to obtain additional information. Or you could meet with an administrator (#5) while attending a local workshop (#1) or professional association meeting (#2), thus combining two ideas in a single venture.

PROFESSIONAL DEVELOPMENT EXERCISES

1. Identify a local demonstration, workshop, conference, lecture, training session, or similar activity that you would be interested in attending. You might, for example, wish to attend a seminar offered by the local university on the subject of management-by-objectives (MBO) techniques. Attend and actively participate in the activity. Obtain information that is relevant to you.

2. As an observer, attend at least one meeting of a professional or community organization, such as a local, district, or state vocational association meeting. Obtain literature if it is available, and identify important information.

3. Identify a recently published book related to your educational administration or organizational management needs. Skim the introductory and summary chapters.

4. Identify three different educational or administrative journals with articles related to your development needs, and thoroughly read those articles.

5. Identify a practicing administrator or organizational manager with whom you wish to visit in order to meet your professional development needs. Choose an individual with special expertise or known for his/her exemplary practices. Arrange a visit, and obtain the information you are seeking.

6. Identify and view a television program related to your professional needs.

7. Identify and listen to a radio program related to your professional needs.

Using the following "Sample Log Sheet Format" as a guide, keep a log to record each of your seven experiences. You do not need to record every new idea or product you encounter as you read and visit. Select the key points from each experience that were of special interest and relevance to you and log these. Finally, describe briefly how this experience could be applied to your administrative role--at the present or in the future.

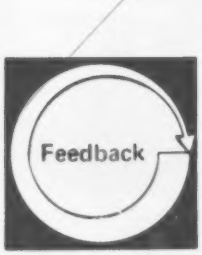
SAMPLE LOG SHEET FORMAT

SOURCE:

DATE SOURCE WAS TAPPED:

KEY INFORMATION OBTAINED:

IMPLICATIONS FOR MY PERFORMANCE AS AN ADMINISTRATOR:



After you have (1) assessed your current mastery of administrative tasks/processes and your current level of use of professional development resources and (2) used some available resources to increase or update your current skills, arrange to have your resource person review and evaluate your completed worksheet, inventory, and log. Give him/her the "Professional Development Checklist," pp. 69-70, to use in evaluating your work.

NOTES

Name _____

Date _____

PROFESSIONAL DEVELOPMENT CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In assessing his/her current mastery of administrative tasks and processes, the administrator:				
1. used an appropriate, systematically developed assessment device.....	☐	☐	☐	☐
2. was objective and accurate in rating him/herself.....	☐	☐	☐	☐
In summarizing his/her current mastery of administrative tasks and processes, the administrator:				
3. was able to identify and rank a manageable and realistic list of both strengths and weaknesses.....	☐	☐	☐	☐
4. was accurate in identifying key strengths and weaknesses in the relevant performance dimensions.....	☐	☐	☐	☐
5. was able to identify additional relevant professional interests as well.....	☐	☐	☐	☐
In identifying his/her current position in terms of using professional development resources, the administrator's completed inventory:				
6. reflected accurately which resources he/she has been tapping fully; which, only partially; and which, not at all.....	☐	☐	☐	☐

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
7. gave evidence that the administrator had given careful thought to each item in completing the inventory.....	☐	☐	☐	☐
<u>In using available resources to increase or update his/her current skills in one area of need or interest, the administrator</u>:				
8. related the completion of each exercise to one of his/her identified professional needs or interests.....	☐	☐	☐	☐
9. kept a log that documented his/her thorough and thoughtful completion of each of the seven exercises...	☐	☐	☐	☐
10. was able to identify how each of the experiences could be applied to his/her performance as an administrator.....	☐	☐	☐	☐

<u>Level of Performance</u>: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the administrator and resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).

Learning Experience IV

FINAL EXPERIENCE

While working in an actual administrative situation, plan for your professional development.*

As part of your administrative responsibility, plan for your professional development. This will include:

- determining your professional development needs
- developing a one-year action plan that includes (1) long-range goal statements, (2) one-year objectives, (3) activities, (4) target completion dates, and (5) techniques for evaluating the year's activities.
- beginning to implement your plan

NOTE: As you begin to implement your professional development plan, document your efforts (in writing, on tape, through a log) for assessment purposes. Indicate not only the actions you took, but also the results of these actions in terms of your professional development and ability to function on the job.

continued

*If you are not currently working in an actual administrative situation, this learning experience may be deferred, with the approval of your resource person, until you have access to an actual administrative situation.

FINAL EXPERIENCE continued

Arrange to have your resource person review your plan, your log, and any other documentation.

Your total competency will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 73-75.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in planning for your professional development.

Name _____

Date _____

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Plan for Your Professional Development

Directions: Indicate the level of the administrator's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In determining his/her professional development needs, the administrator:						
1. considered the dimensions of administrative performance, including:						
a. tasks.....	☐	☐	☐	☐	☐	☐
b. processes.....	☐	☐	☐	☐	☐	☐
c. environment.....	☐	☐	☐	☐	☐	☐
d. personal skills.....	☐	☐	☐	☐	☐	☐
2. evaluated his/her current level of professional development, to include:						
a. strengths.....	☐	☐	☐	☐	☐	☐
b. weaknesses.....	☐	☐	☐	☐	☐	☐
c. interests.....	☐	☐	☐	☐	☐	☐
In devising a one-year action plan, the administrator:						
3. established appropriate long-range professional goals based on his/her needs.....	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
4. selected workable one-year objectives.....	☐	☐	☐	☐	☐	☐
5. selected resources and strategies that were:						
a. appropriate.....	☐	☐	☐	☐	☐	☐
b. realistic.....	☐	☐	☐	☐	☐	☐
c. timely.....	☐	☐	☐	☐	☐	☐
d. affordable.....	☐	☐	☐	☐	☐	☐
e. varied.....	☐	☐	☐	☐	☐	☐
6. included three or more of the following strategies and resources, as appropriate:						
a. competency-based administrator education...	☐	☐	☐	☐	☐	☐
b. externship.....	☐	☐	☐	☐	☐	☐
c. internship.....	☐	☐	☐	☐	☐	☐
d. traditional course work and training program.....	☐	☐	☐	☐	☐	☐
e. participation in professional organizations.....	☐	☐	☐	☐	☐	☐
f. participation in community organizations...	☐	☐	☐	☐	☐	☐
g. reading and contributing to journals and other publications.....	☐	☐	☐	☐	☐	☐
h. attending conferences and conventions.....	☐	☐	☐	☐	☐	☐
i. attending lectures and presentations.....	☐	☐	☐	☐	☐	☐
j. visiting with professionals inside the school.....	☐	☐	☐	☐	☐	☐
k. visiting with professionals outside the school.....	☐	☐	☐	☐	☐	☐
l. using the media.....	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
7. established reasonable timetables for meeting the objectives.....	☐	☐	☐	☐	☐	☐
8. included periodic evaluation points to provide for modifying the plan.....	☐	☐	☐	☐	☐	☐
In beginning to implement the one-year plan, the administrator:						
9. provided documented evidence of any actions undertaken.....	☐	☐	☐	☐	☐	☐
10. indicated the effects these actions had on his/her professional development and administrative competence.....	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).

NOTES

Additional Recommended References

Baldridge, J. Victor, and Deal, Terrence E., eds. *Managing Change in Educational Organizations: Sociological Perspectives, Strategies and Case Studies*. Berkeley, CA: McCutchan Publishing Co., 1975.

Eble, Kenneth E. *The Art of Administration: A Guide for Administrators*. Jossey-Bass Series in Higher Education. San Francisco, CA: Jossey-Bass Publishers, 1978.

Gaynor, Alan K. "The Multidimensional World of the School Principal." Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC, April 1975. ED 120 961

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Lipham, J. M. "Competency/Performance Based Administrator Education (C/PBAE): Recent Developments in the United States." In *Administering Education: International Challenge*, edited by Meredydd Hughes. Atlantic Highlands, NJ: Humanities Press, 1975.

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